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| **Driving Question: Can words lead to war?** |

**Adapted excerpt from *Uncle Tom’s Cabin*, Chapter 30.**

**Summary:**

At a slave auction house, Uncle Tom is sold to a **cruel** **master** named Simon Legree. Another slave, Susan, is **separated** from her daughter, Emmeline, when they are sold to different **masters**.

*Tom hardly saw or heard anything; but still the* ***bidding*** *went on.* *Down goes the hammer again,—Susan is sold! She goes down from the block, stops, looks back,—her daughter reaches for her. She looks with* ***agony*** *at the man who has bought her,—a middle-aged man, with a kind face.*

**cruel** – mean

**master** – owner

**separated** – taken away (from); stop being together

**bidding** - the act of offering to pay a certain amount of money for something

**agony** – pain; suffering

**frightened** – scared

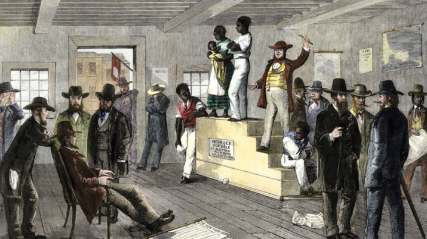
**timid** – shy

**afford** – have enough money

*“O, Mas’r, please buy my daughter!”*

*“I’d like to, but I can’t* ***afford*** *her!” he said, as her daughter, Emmeline, walked up on the block looking around with a* ***frightened*** *and* ***timid*** *look.*

*The auctioneer speaks in French and English, and* ***bids*** *go up quickly.*

*“I’ll try,” said Susan’s* ***master****, joining with the bids.*

*In a few moments, he cannot* ***afford*** *her daughter. It is now between an upper-class man and another man. The upper-class man* ***bids*** *a few more times; but the other man has more money; the hammer falls,—the other man has got the girl, body and soul! Emmeline’s* ***master*** *is Mr. Legree, who owns a cotton plantation. She is pushed into the same area with Tom and two other men, and goes off, crying. Susan’s* ***master*** *is sorry; but, this happens every day! One sees girls and mothers crying, at these sales, always! It can’t be helped. He walks off, with his purchase, in another direction.*

**Adapted excerpt from Fredrick Douglass’s July 5, 1852 Speech *“What to the Slave is the Fourth of July?”***

But, such is not the state of the case. I say it with a sad sense of the differences between us. I am not included within this glorious anniversary! Your high independence only **reveals** the **immeasurable** distance between us. The blessings in which you celebrate, are not enjoyed in common. — The **inheritance** of justice , liberty , and Independence , **bequeathed** by your fathers, is shared by you, not by me. The sunlight that brought life to you, has brought death to me. This Fourth [of] July is yours, not mine. You may **rejoice**, I must **mourn**. To drag a man in **fetters** into a temple of liberty, and ask him to join you in joyous songs, were mean and disrespectful. Do you mean, citizens, to **mock** me, by asking me to speak to-day? Let me warn you that it is dangerous to copy the example of a nation whose crimes, were thrown down by the Almighty, burying that nation in ruin! I can to-day talk of the great sadness and pain of these people!

**reveals** – shows; uncovers

**immeasurable** – very great in size or amount; huge

**inheritance** – money, property, etc. that is received from someone when that person dies

**bequeath** – left to another person; pass something on

**rejoice** – to feel or show happiness for something

**mourn** – to feel or show great sadness or unhappiness about something

**fetters** – chains placed around a person’s feet to restrict motion

**mock** – to laugh at or make fun of

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|  | ***Uncle Tom’s Cabin*** | **Fredrick Douglass’ July 5, 1852 Speech** |
| **Details** | | |
| What is the **main idea** in the passage? |  |  |
| What details (**evidence**) support the main idea? |  |  |
| **Tone** | | |
| What *emotions* are evident (do you hear) in the passage?  Give an example of a word from the passage as evidence of listed emotion. |  |  |
| **Intention** | | |
| What do you think the author was trying to accomplish in his/her writing? |  |  |
| **Reaction** | | |
| How do you think people reacted to the ideas in the passage? Why? |  |  |

**Source Analysis Chart**